



Student: **Michael Higley-Vance**

THIS FORM MUST BE COMPLETELY FILLED IN

Follow these procedures: If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

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Save a copy of your assignments: You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

Academic integrity: All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

EDU7001-8

Scott Ebbrecht

Advanced Scholarly Writing

Organizing Academic Writing through
Rhetorical Strategies

Comments:

Faculty Use Only

Michael, a quality job of succinctly writing three distinct paragraphs describing your topic using a different rhetorical strategy.

By the way, did you see the news story recently out of New York regarding the high school English teacher that was wanting her teachers to write from a rhetorical perspective? Certainly

caused a stir! Will help frame your next assignment a bit more. A link to this story is as follows:
<http://news.yahoo.com/ny-teacher-assigned-nazi-letter-put-leave-195221762.html> Dr. E.

<Faculty Name> <Grade Earned> <Writing Score> <Date Graded>

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Rhetorical Strategy Paragraphs

Michael Higley-Vance

Northcentral University

Rhetorical Strategy Paragraphs

This assignment requires that the topic from Activity 2 be used to write three paragraphs. Each of the three paragraphs should describe a different Rhetorical Strategy from one of the seven different Rhetorical Strategies learned about in this activity, Activity 4. The revised topic chosen in Activity 2 is to explore the effectiveness of an online learning environment for students of various blended backgrounds when traditional educational environments fail to keep students in school.

Chronological

The idea that all students require the same traditional learning environment dates back to early 19th century American thinking when education was simple oral recitation and rote memorization. Students were required to sit quietly in rows and asked to recite something they'd studied and memorized while the teacher merely listened. In 1938, John Dewey published *The Child and the Curriculum* and *The School and Society* where he believed active learning was the key to student success, which some believed was also diminishing the teacher's role in education (William, 1997). The definition of education and its implementation is forever changing based on one commonality, the perceived needs of the student. Since 1951 technology has slowly been making its way into education reform. By 1986 25% of high schools were using PCs for college and career guidance. Since 1997 the growth and impact of the internet and technology has

changed the way people live their lives and today education currently integrates technology into the traditional learning environment. However, according to the Digest of Education Statistics: 2011 (2012), 7.4% of students in America still drop out of high school each year. As of 2011, 452,000 high school dropouts are reported to have taken and passed the General Equivalency Diploma (GED) test, which suggests that, a high percentage of students who drop out of school do so because the traditional education setting is not effectively meeting their individual needs for various reasons.

Order of Importance

According to the Digest of Education Statistics: 2011 (2012), 7.4% of students in America drop out of high school each year. The reporting statistics also indicate that 452,000 high school students who have dropped out have taken and passed the General Equivalency Diploma (GED) test, which suggests that, a high percentage of those students do so because the traditional education setting is not effectively meeting their individual needs for various reasons (“Digest of Education Statistics: 2011”, 2012). Today, roughly two-thirds of all new jobs require some form of postsecondary education. It is estimated by Harvard Universities Pathways to Prosperity Project that by 2018 14 million job openings will go to people with at least an associate’s degree over many open to those with just a high school diploma or equivalency (Pathways to Prosperity Project, 2011, pp. 2-3). In order for any student to attend a postsecondary institution, a high school education must be obtained. It is imperative to the work place that the needs of potential high school dropouts are being met and the use of technology in an online environment might just be the answer.

Order of Formation

Creating an effective online learning environment requires providing the supports that will help instructors and students succeed. The three areas of online learning which should be considered to maximize its effectiveness include: (a) student preparation and support by suggesting a GPA requirement, integrating scaffolding learning activities, identifying early warning signs for unsuccessful completion, and providing technical support; (b) course quality and design parameters; and (c) faculty professional development (Jaggars, Edgecombe, & Stacey, 2013). These components of online learning are not all-inclusive and should also include social economic considerations and student motives for taking online courses when measuring and analyzing the effectiveness of an online learning environment.

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